

# 2024 Annual Implementation Plan

## for improving student outcomes

Springside West Secondary College (8784)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise learning growth for every student	Yes	<p>By 2027 increase the percentage of Year 9 students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of:</p> <ul style="list-style-type: none"> <li>• Reading from 54% (2023) to 65%</li> <li>• Writing from 62% (2023) to 70%</li> <li>• Numeracy from 53% (2023) to 63%</li> </ul>	Reading: 56%Writing: 64%Numeracy: 55%
		<p>By 2027, maintain the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10 (Semester 2 2021 - Semester 2 2022):</p> <ul style="list-style-type: none"> <li>• English               <ul style="list-style-type: none"> <li>○ Reading and viewing at or above 76% (2022)</li> <li>○ Writing at or above 76% (2022)</li> <li>○ Speaking and listening at or above 80% (2022)</li> </ul> </li> <li>• Mathematics               <ul style="list-style-type: none"> <li>○ Number and Algebra at or above 92% (2022)</li> <li>○ Measurement and Geometry at or above 92% (2022)</li> <li>○ Statistics and Probability at or above 81% (2022)</li> </ul> </li> </ul>	English Reading: 70%Mathematics Number and Algebra: 80%

		By 2027, maintain the VCE all study score at or above 28 (2022). By 2027, the adjusted estimate to be zero or above for all studies.	VCE- 27.
		By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of: <ul style="list-style-type: none"> <li>• Collective Efficacy from 34% (2023) to 50%</li> <li>• Collective Responsibility from 49% (2023) to 60%</li> </ul>	CE- 37%
To improve engagement in learning	No	By 2027 increase the percentage of positive endorsement on the 7-12 student Attitudes to School Survey (AtoSS) for the factors of: <ul style="list-style-type: none"> <li>• Student voice and agency from 27% (2023) to 35%</li> <li>• Stimulated learning from 32% (2023) to 45%</li> <li>• Differentiated learning challenge from 49% (2023) to 54%</li> <li>• Effective teaching time from 50% (2023) to 57%</li> </ul>	
		By 2027 increase the percentage of positive endorsement on the SSS Teaching and Learning module for the factors of: <ul style="list-style-type: none"> <li>• Use student feedback to inform teaching practice from 40% (2023) to 57%</li> <li>• Promote student ownership of learning from 51% (2023) to 57%</li> <li>• Plan differentiated learning activities from 44% (2023) to 55%</li> </ul>	
		By 2027 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of: <ul style="list-style-type: none"> <li>• Effective teaching from 50% (2023) to 59%</li> <li>• High expectations for success from 60% (2023) to 70%</li> <li>• Stimulating learning environment from 50% (2023) to 60%</li> <li>• Student motivation and support from 41% (2023) to 50%</li> </ul>	
To improve student wellbeing	Yes	By 2027 increase the percentage of positive endorsement on the 7-12 student AtoSS for the factors of: <ul style="list-style-type: none"> <li>• School connectedness from 27% (2023) to 40%</li> </ul>	School connectedness: 30% Motivation and interest: 47% Respect for diversity: 27% Advocate at school: 52%

		<ul style="list-style-type: none"> <li>• Motivation and interest from 46% (2023) to 50%</li> <li>• Respect for diversity from 24% (2023) to 32%</li> <li>• Advocate at school from 49% (2023) to 59%</li> </ul>	
		<p>By 2027 reduce the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> <li>• Year 7 from 54% (2022) to 50%</li> <li>• Year 8 from 58% (2022) to 50%</li> <li>• Year 9 from 60% (2022) to 50%</li> <li>• Year 10 from 53% (2022) to 50%</li> </ul> <p>OR</p> <p>By 2027 reduce absences 7–12 from 30.5 days per student FTE (2022) to &lt;25 days per student.</p> <p>By 2027 reduce the number of unapproved absent days from 8.9 days per student (2022) to &lt;3 days per student.</p>	By end of 2024 reduce absences 7–12 to 28. By end of 2024 reduce the number of unapproved absent days to 6.5 days per student
		By 2027 increase the percentage of positive endorsement on the SSS for the factor of Support growth and learning of whole student from 44% (2023) to 54%.	By the end of 2024 increase the percentage of positive endorsement on the SSS for the factor of Support growth and learning of whole student to 46%.
		<p>By 2027 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour from 55% (2023) to 65%</li> <li>• Respect for diversity from 67% (2023) to 72%</li> </ul>	By the end of 2024 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of: Promoting positive behaviour to 57% Respect for diversity to 69%

<b>Goal 2</b>	<b>To maximise learning growth for every student</b>
<b>12-month target 2.1-month target</b>	Reading: 56% Writing: 64% Numeracy: 55%

<b>12-month target 2.2-month target</b>	English Reading: 70% Mathematics Number and Algebra: 80%	
<b>12-month target 2.3-month target</b>	VCE- 27.	
<b>12-month target 2.4-month target</b>	CE- 37%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Enhance and embed policy, practices and structures to support improved student learning growth.	Yes
<b>KIS 2.b</b> Teaching and learning	Build and enhance staff capability and knowledge of curriculum, instruction and assessment.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	XX	
<b>Goal 4</b>	<b>To improve student wellbeing</b>	
<b>12-month target 4.1-month target</b>	School connectedness: 30% Motivation and interest: 47% Respect for diversity: 27% Advocate at school: 52%	
<b>12-month target 4.2-month target</b>	By end of 2024 reduce absences 7–12 to 28.  By end of 2024 reduce the number of unapproved absent days to 6.5 days per student	

<b>12-month target 4.3-month target</b>	By the end of 2024 increase the percentage of positive endorsement on the SSS for the factor of Support growth and learning of whole student to 46%.	
<b>12-month target 4.4-month target</b>	By the end of 2024 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of:  Promoting positive behaviour to 57% Respect for diversity to 69%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Support and resources	Strengthen the school's practices for supporting student inclusion, health and wellbeing.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	XX	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To maximise learning growth for every student
<b>12-month target 2.1 target</b>	Reading: 56% Writing: 64% Numeracy: 55%
<b>12-month target 2.2 target</b>	English Reading: 70% Mathematics Number and Algebra: 80%
<b>12-month target 2.3 target</b>	VCE- 27.
<b>12-month target 2.4 target</b>	CE- 37%
<b>KIS 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance and embed policy, practices and structures to support improved student learning growth.
<b>Actions</b>	Focus on first ten minutes of class in observations and school wide PDP processes.  Enhanced reading practices across the college.
<b>Outcomes</b>	Focus on first ten minutes of class in observations and school wide PDP processes: Students will: Have materials and be able to articulate the learning intention for the lesson. Demonstrate active listening or active participation in the opening of the lesson. Be seated in their seating plan if required without hesitation.  Teachers will: Verbalise, write or otherwise present the learning goal with a focus on skills and knowledge for the lesson. Use questioning techniques or similar to challenge students in actively participating in the beginning of the lesson.

Ideas of strategies to activate prior learning: Brainstorming, definitions, prior exam questions, application problems/real world connections, warm up activities

Leadership will:

Support classroom staff with general classroom management including creating and implementing seating plans

Provide differentiated professional learning about the instructional model with a focus on the early stages of the lesson.

Conduct observations of the first 10 minutes of the lesson.

Provide ongoing coaching to staff members as required.

The community will:

Provide students with required materials or contact the college if in need of financial support.

Enhanced reading practices across the college:

Students will:

Attempt to use a reading specific strategy to improve comprehension

Improve their reading stamina

Engage in reading specific activities

Teachers will:

Feel comfortable accessing and utilising a variety of reading improvement strategies and activities in the classroom at all year levels.

Actively embed a reading-specific activity in different stages of their lessons [GANAG].

Teach explicit reading strategies as part of the lesson.

Teachers will actively engage all students in attempting reading activities.

Leadership will:

Organise professional development to be delivered to the whole staff, upskilling teachers in how to improve and embed reading comprehension strategies into the curriculum.

Organise PLT groups and cycle to foster sustained interaction with this key priority area.

Develop a measuring tool [internal] for this specific KIS.

Promote the importance of reading and the reading specific strategies that are being used in classrooms

Newsletter item following PL that includes the strategies that can be tried at home

Newsletter item summarising the PLT findings

Newsletter item/ FB post about the importance of reading

Community will:

Develop an understanding of the various strategies that have been trialled by the school in improving this area of student learning.

Engaging with the young people in a strategy promoted by the school.

<b>Success Indicators</b>	<p>Focus on first ten minutes of class in observations and school wide PDP processes:</p> <p>Data sources:  PDP observation data  SWPBS observation data  Compass Chronicle data - lateness, materials.  Student Attitudes to school data</p> <p>Evidence:  Coaching observation data  Participating in ongoing professional learning and more individualised support as required.</p> <p>Artefact:  Professional learning documentation  Curriculum documentation  Student work samples  Coaching templates  PDP documentation.</p> <p>Enhanced reading practices across the college:</p> <p>Data sources:  PAT test data Term 1 2025 [reading]  NAPLAN Year 9 2026 [reading]  PLT formative reading assessments  VCE data: break down of exam/ SAC questions that involve reading skills</p> <p>Evidence:  Engage in sustained professional development [whole school] towards the end of Term Two  Engage in a semester-long PLT cycle with a specific focus on embedding reading practices within classes and curriculum across all year level</p> <p>Artefact:  PL resources developed by the Teaching and Learning Team [housed on the T&amp;L website]</p>
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Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Clarification of purpose of first ten minutes in briefings and through staff meetings and induction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Classroom visits	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
Use of meeting time to guide and explain questioning and verbalisation techniques.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
Classroom management support provided	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>Goal 4</b>	To improve student wellbeing			
<b>12-month target 4.1 target</b>	School connectedness: 30% Motivation and interest: 47% Respect for diversity: 27% Advocate at school: 52%			

<b>12-month target 4.2 target</b>	<p>By end of 2024 reduce absences 7–12 to 28.</p> <p>By end of 2024 reduce the number of unapproved absent days to 6.5 days per student</p>
<b>12-month target 4.3 target</b>	<p>By the end of 2024 increase the percentage of positive endorsement on the SSS for the factor of Support growth and learning of whole student to 46%.</p>
<b>12-month target 4.4 target</b>	<p>By the end of 2024 increase the percentage of positive endorsement on the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors of:</p> <p>Promoting positive behaviour to 57%</p> <p>Respect for diversity to 69%</p>
<b>KIS 4.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Strengthen the school's practices for supporting student inclusion, health and wellbeing.</p>
<b>Actions</b>	<p>Implementation of the school wide Every Lesson Every Day initiative:</p> <p>Implementation of the school wide disability and inclusion reforms:</p>
<b>Outcomes</b>	<p>Implementation of the school wide Every Lesson Every Day initiative:</p> <p>Students will:  Arrive to class on time with materials  Place their phone in their locker and only use headphones for educational purposes when instructed to do so by a teacher.</p> <p>Teachers will:  Refer to the policy consistently  Model the expected Every Lesson, Every Day behaviours  Communicate when students are not adhering to the policy</p> <p>Leadership will:</p>

	<p>Support staff in continuing to make the policy a priority continue to promote the policy to the school/parent community</p> <p>The community will: Familiarise themselves with the policy and support its implementation from home Provide feedback through School Council Be supportive of the school when in discussion with staff regarding the implementation of this process.</p> <p>Implementation of the school wide disability and inclusion reforms:</p> <p>Students will: Be able to better access learning</p> <p>Teachers will: Communicate concerns regarding student learning needs to support educational inclusion Provide appropriate adjustments to support student learning and document in Unit planners/lesson plans Demonstrate an understanding of student learning needs and how best to cater to all learning styles/needs</p> <p>Leadership will: Develop and implement a process for identifying students who require additional support Provide professional learning for all staff to better cater to the learning needs of all students Continue to collaborate with COP regarding disability inclusion</p> <p>The community will: (parents/carers) communicate any/all learning recommendations and specialist diagnoses in a timely manner (External organisations) provide assistance to support DI implementation</p>
<p><b>Success Indicators</b></p>	<p>Implementation of the school wide Every Lesson Every Day initiative: Data Sources:</p> <p>Compass chronicle (“Unprepared for Class”, “Mobile Phone Use”, “General Confiscation”, “Late to Class”)</p>

	<p>Evidence:</p> <p>Trends/shifts in the Compass chronicle data (Term 1 2024 to Term 4 2024)</p> <p>Artefacts:</p> <p>Every Lesson, Every Day Poster          Incidental observations          PDP observations of beginning lesson sequence          Teacher checklists</p> <p>Implementation of the school wide disability and inclusion reforms:          Data sources:          ATOS:          Students - Responses to seeing differentiation          Staff - Responses to questions around collective efficacy</p> <p>Evidence:          Staff to receive PL around differentiation/reasonable adjustment and documentation of adjustments.          Early Success indicator: Learning recommendations are appropriately uploaded and communicated to staff accordingly          Early Success indicator: students to provide feedback regarding adjustments/supports to learning (Survey/focus groups)          DIP meetings to have occurred by end of year          Artefacts:          Reduction in number of Compass incidents recorded for targeted cohort.</p>
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Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Observational walks	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

				<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Professional learning with regard to adjustments	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$364,655.08	\$15,000.00	\$349,655.08
Disability Inclusion Tier 2 Funding	\$406,465.08	\$100,000.00	\$306,465.08
Schools Mental Health Fund and Menu	\$154,448.41	\$150,000.00	\$4,448.41
<b>Total</b>	<b>\$925,568.57</b>	<b>\$265,000.00</b>	<b>\$660,568.57</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Clarification of purpose of first ten minutes in briefings and through staff meetings and induction.	\$5,000.00
Observational walks	\$5,000.00
Professional learning with regard to adjustments	\$2,000.00
<b>Totals</b>	<b>\$12,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Clarification of purpose of first ten minutes in briefings and through staff meetings and induction.	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Observational walks	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional learning with regard to adjustments	from: Term 1 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$15,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Adjustments work	\$100,000.00
<b>Totals</b>	<b>\$100,000.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Adjustments work	from: Term 1 to: Term 4		
<b>Totals</b>		<b>\$0.00</b>	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Adjustments work	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Leading teacher</li> </ul>
<b>Totals</b>		<b>\$100,000.00</b>	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Adjustments work	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$150,000.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Clarification of purpose of first ten minutes in briefings and through staff meetings and induction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Classroom visits	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Classroom management support provided	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Julie Myers <input checked="" type="checkbox"/> Departmental resources Review process findings.	<input checked="" type="checkbox"/> On-site
Observational walks	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	
Professional learning with regard to adjustments	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Departmental resources D and I assistance from DET.	<input checked="" type="checkbox"/> On-site